

## MAF Grant Awards

The Kentucky Department of Education is pleased to announce the completion of the review process for the 2016 Mathematics Achievement Fund Grant Request for Application. Please keep in mind the awards are contingent on available funding and districts/schools meeting programmatic and budgetary requirements, along with the Mathematics Achievement Fund administrator review and other conditions as deemed necessary based on requirements of the RFA. The list of grant awards can be found on the Competitive Grant Awards webpage at the following link: <http://education.ky.gov/districts/business/Pages/Competitive%20Grant%20Awards.aspx> MAF Awards announcements were posted on the Kentucky Department of Education website and in the Commissioner's Monday Message sent to Superintendents on Monday, November 28<sup>th</sup>. If you have questions related to the application process, please contact Jason Kendall at [jason.kendall@education.ky.gov](mailto:jason.kendall@education.ky.gov).

## MAF Grant Awards Frequently Asked Questions

The Kentucky Department of Education understands that many current MAF schools and intervention teachers have questions regarding the recent grant awards. Please see the following frequently asked questions. If you have any additional questions, please feel free to contact Pamela Pickens or Jason Kendall. Thanks.

Q: How many grant applications were submitted? A: 264 applications were submitted for review.

Q: How many current grant schools applied? A: 108 current schools reapplied and five schools did not reapply.

Q: How many current grant schools received new awards? A: 55 current schools received awards and 53 did not.

Q: Were current grant schools awarded bonus points? A: The RFA did not allow for bonus points to be awarded.

Q: What happens to the current MAF inventory at schools where new grants were not awarded? A: The inventory remains with the school. The school will decide how the inventory will be used within the building.

Q: How long will the new grants be in place? A: Grants are renewable for up to four years, contingent on successful implementation of intervention components, grant requirement compliance, demonstrated student progress and the availability of funds.

Q: Will applications receive feedback? A: Any school that applied may request score sheets and feedback by sending an email to Jason Kendall.

### Bookmark for Quick Access!

The Kentucky Department of Education MAF Resource Page -

<http://education.ky.gov/curriculum/conpro/Math/Pages/MAF-Grant.aspx>

Thank you – *Pamela Pickens*

[pamela.pickens@education.ky.gov](mailto:pamela.pickens@education.ky.gov)

502-564-4970 ext. 4158

## Yearly KDE Requirements:

### Beginning of the School Year

- ✓ Assurance Statement & Budget Summary
- ✓ Orientation Webcast & Survey
- ✓ Schedule Sent to the KDE

### By October 30<sup>th</sup>

- ✓ Infinite Campus Intervention Tab Utilized

### By January 30<sup>th</sup>

- ☐ Infinite Campus Intervention Tab Updated
- ☐ MIT Mid-Year Survey

### By March 30<sup>th</sup>

- ☐ Infinite Campus Intervention Tab Updated

### End of the School Year

- ☐ Infinite Campus Intervention Tab Records Completed
- ☐ MIT End-of-Year Survey

## Department of Education

Office of Teaching and Learning

Division of Learning Services

Differentiated Learning Branch

Associate Commissioner: **Dr. Amanda Ellis**

Division Director: **Gretta Hylton**

Branch Manager: **April Pieper**

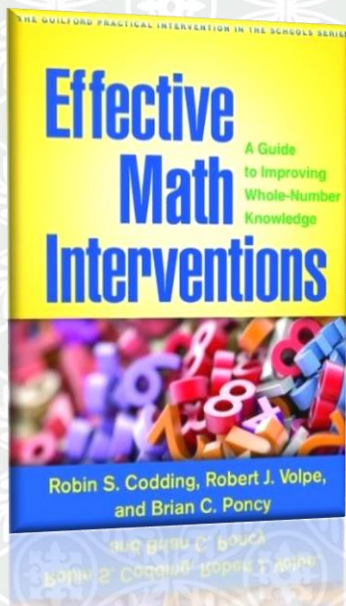
Math Intervention Consultant: **Pamela Pickens**



## Recommended Reading

### *Effective Math Interventions: A Guide to Improving Whole-Number Knowledge*

By Robin Coddington, Brian Poncy and Robert Volpe



Building foundational whole-number knowledge can help put K-5 students on the path to academic success and career readiness. Filling a gap for school practitioners, this book presents step-by-step guidelines for designing and implementing class wide, small-group, and individual interventions for mathematics difficulties. Effective procedures for screening, assessment, intervention selection, and progress monitoring are described and illustrated with detailed case vignettes. User-friendly features include 20 reproducible handouts and forms; the print book has a large-size format with lay-flat binding for easy photocopying. Purchasers get access to a Web page where they can download and print the reproducible materials.



- **January 30** - Data Pull for Infinite Campus Intervention Tab. All MAF student records should be updated and accurate. If students have moved or exited intervention, those records should be closed with "Student Service Results" entered.
- **January 31** - Deadline for completing the Mid-Year Survey.
- **March 30** - Data Pull for Infinite Campus Intervention Tab. All MAF student records should be updated and accurate. If students have moved or exited intervention, those records should be closed with "Student Service Results" entered.
- **May 31** - Deadline for completing the End-of-Year Survey.
- **May 31** - Deadline for completing LMT.
- **May 31** - Deadline for submission of spring schoolwide assessment data to Abacus.
- **June 30** - Data Pull for Infinite Campus Intervention Tab. All records should be closed with "Student Service Results" entered.



### **“Intentionality: Making Math Meaningful”**

Registration is now open for the 2017 Kentucky Center for Mathematics Conference at the Griffin Gate Marriott Resort in Lexington, Kentucky. The conference will be held March 6<sup>th</sup> and 7<sup>th</sup>, 2017. The conference is dedicated to professional learning among P-16 educators working to improve mathematics achievement.

For more information: <http://www.kentuckymathematics.org/KCMConference2017/>

### **Registration**

Attendee registration will be available through February 24, 2017.

Attendee Registration Fee: \$175 (per person)



## ***KDE Resource Corner: Culturally Responsive Instruction***

According to Dr. Matthew Lynch (2011) culturally responsive instruction is, “a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world.” There are several components to a well-structured culturally inviting classroom. Patricia Schmidt (2005), author of *Culturally Responsive Instruction: Promoting Literacy in Secondary Content Areas*, states that these are:

- High expectations
- Positive relationships with families and community
- Cultural sensitivity
- Active teaching methods
- Teacher as facilitator
- Student control of portions of the lesson
- Instruction around group and pairs

As referenced by the [Standards and Indicators for School Improvement](#), specifically in [Standard 3.1a](#), varied instructional strategies should be used in all classrooms. [Standard 3.1c](#) also indicates that instructional strategies and activities should be consistently monitored and aligned with diverse student populations, and should be responsive to the varying cultural needs of students. Differentiation is an essential component to Tier 1 [Response to Intervention](#) and should be embedded in core classroom instruction for all students. It is a key component of improving instruction in response to the needs of all learners, thus addressing achievement gaps for targeted populations of students. For more information on closing achievement gaps, please see [Guidelines for Closing the Gaps for All Students](#).

### **How can I be a culturally inclusive educator? (Schmidt, 2005)**

- Create a classroom culture that is welcoming for all learners
- Provide student choice on assignments
- Create lessons that connect the content to your students' culture and daily lives
- Present content in multiple forms (videos, manipulatives, etc.)
- Intentionally address visual, tactile, and auditory learners in lessons
- Allow students to collaborate and work in groups
- Communicate and work with parents/guardians on a regular basis (email distribution lists, newsletters, phone calls, notes, meetings, etc.)
- Use instructional materials that relate to a variety of cultures
- Students support each other for the success of the entire class
- Include multiple question formats on assessments

### **Quick Links:**

- [Culturally Responsive Pedagogy](#) – Kentucky Department of Education
- [Culturally Response Teaching and Learning](#) – Classroom Example
- [Culturally Inclusive Classroom Environments](#) – Wendy Nelson-Kaufman discusses how she creates a culturally inclusive classroom environment.
- [“Good Morning Miss Toliver”](#) – Kay Toliver has demonstrated again that all students can be expected to meet high standards or academic performance

### **KDE's Point of Contact:**

James-Etta Goodloe - [james-etta.goodloe@education.ky.gov](mailto:james-etta.goodloe@education.ky.gov) Phone: (502) 564-4970 ext. 4125